



Maine's
Local Alternate Assessment

LAA Rubrics

2004-05

Rubric Levels 1-4

**For English Language Arts (Reading and Writing),
Health & PE, and Social Studies**

based on the Maine *Learning Results*



A Guide to Maine's Local Alternate Assessment (LAA) Performance Indicator Rubrics

Students may participate in the Local Assessment System through any of three avenues (standard administration, accommodations, or alternate). A team must make the decision as to which avenue(s) is appropriate for an individual student. The avenue of participation may differ from Content Areas, Content Standards, and/or assessment types (i.e., student may use accommodations for a task related to ELA Content Standard A, but participate in a task related to ELA Content Standard E through alternate assessment). A list of approved LAA accommodations (*Accommodation Options for Local Assessments*) is provided in the *Local Assessment System Guide with Embedded Components for Accommodations and Alternate Assessment*. Accommodations are designed to provide access to the assessment for students without changing the content of what is being measured.

The LAA Rubrics are designed to supplement those provided for planning and implementation of the MEA Personalized Alternate Assessment Portfolio (PAAP). The LAA has been designed to allow flexibility for participation in the Local Assessment System for those students who, for at least some of the Content Standards or assessment types being used in a district, require accommodations so significant that they would compromise the validity of the assessment (i.e., student would need accommodations that are not listed in *Accommodation Options for Local Assessments*). The LAA will provide a pattern of performance over a grade span to allow for reliable judgments about an individual student's level of achievement related to Maine's *Learning Results*. A broader picture will emerge as the student results on Local Assessments are looked at along with results on the MEA PAAP. The population appropriate for inclusion in this alternate avenue to assessment may include students with Individual Education Plans (IEPs) who have significant disabilities, Limited English Proficiency (LEP), or 504 plans to access curriculum, instruction, and assessment based on Maine's *Learning Results*.

Local Alternate Assessment (LAA) Performance Indicator Rubrics

Rubric Levels

The LAA Rubrics, like the PAAP Rubrics, provide a common basis for the planning and assessment of standards-related instruction and assessment in a system that allows students to work on the Content Standards, Performance Indicators, and tasks best suited to their individual needs. LAA Tasks may be aligned with the PAAP and/or LAA Rubrics for the Content Standards and Rubric Level on which the student is working. Rubric Level 1 is based on the Maine *Learning Results* Performance Indicators for Pre-K-2; Rubric Level 2, grades 3-4; Rubric Level 3, grades 5-8; and, Rubric Level 4, grades 9-12. The first two Rubric Levels include developmentally backed down Performance Level descriptors written to ensure access to instruction and assessment for all students.

The other two Rubric Levels (3 & 4) are more holistic, since they correspond to grade levels being assessed on the MEA.

Student work included in a LAA aligned to Rubric Levels 2, 3, or 4, must be done using materials designed for students at or near the grade span on which the Rubric Level is based (ex., In order to score at Rubric Level 2, a student must be using material formatted for grades 2-4). The format levels for materials are described in the PAAP and LAA Rubrics *Developmental Characteristics of Reading* and *Developmental Characteristics of Writing* in the ELA Section.

Format of the LAA Rubrics

The LAA Rubrics are formatted by Content Area, Content Standard, and Rubric Level. There are three Content Area Sections, each color coded: 1) English Language Arts (pink); 2) Health and Physical Education (buff); and 3) Social Studies (yellow). At the top of each page, the reader will find a header with the Content Area; Content Standard letter and title (as written in Maine's *Learning Results*); and the Rubric Level. The *Learning Results* student expectations for that Content Standard are written in italics below the Content Standard.

The header of each page is followed by a five column table. The fifth column, in bold print consists of the *Learning Results* Performance Indicators for the Content Standard as written for the grade span on which the Rubric Level is based. For Rubric Levels 1 and 2, each Performance Indicator is backed down developmentally as one reads the columns from right to left. The descriptors for each Performance Level provide measurable descriptors for specific Performance Indicators. The developmental Performance Levels range from Performance Level 4, identifying the knowledge and skills that are needed to meet the standards for that Rubric Level; to Performance Level 1, the access point for each Performance Indicator at that Rubric Level.

Districts in which teachers, for all or part of the LAA, are using the PAAP/LAA Rubrics to plan instruction and score student performance, must align LAA tasks with those Rubrics. Individual tasks would then be aligned to the PAAP/LAA Performance Level descriptors for the particular Content Standards and Performance Indicators selected as appropriate for inclusion in a student's instructional program (ex., IEP). Teachers are encouraged to adopt, adapt, or develop assessment tasks that allow the students the opportunity to move to higher Rubric performance levels than what the teacher expects is their current level of performance. By keeping this element in mind, teachers will prevent the capping of student performance through the task design. Local districts will determine how and when to collect the resulting work; combine it with forms that make it possible for adults other than the teacher to score it reliably (PAAP Entry Slips and Task Descriptions may be used); and plan scoring based on the district's Local Assessment System plan. The MEA PAAP and LAA Rubrics can be found online at www.mecas.org/paap/rubrics.

****All of the Rubrics used for the MEA PAAP may also be used for Local Alternate Assessment. The Local Assessment System includes three additional English Language Arts Content Standards, and all of the Content Standards for Social Studies and Health and Physical Education. Rubrics for those Content Standards are available in the Local Assessment Section of the PAAP Web Page at www.mecas.org/paap/localaa. You may get further information on Local Alternate Assessment requirements in the Local Assessment System Embedded Guide for Accommodations and Alternate Assessment through the same URL.***

Local Alternate Assessment



English Language Arts

Rubric Levels 1-4

based on the Maine *Learning Results*

ELA Content Standard C – Languages and Images

LAA Rubric Level 1

Students will demonstrate understanding of how words and images communicate.

| Performance Level 1 | Performance Level 2 | Performance Level 3 <i>Students <u>must read</u> key words and pictures for Performance Indicators 2-6</i> | Performance Level 4 <i>Students <u>must read</u> text for Performance Indicators 2-6</i> | <i>Learning Results</i> Performance Indicators |
|--|--|---|---|--|
| Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in various settings. C2. Student can identify rhyming words or identify at least 5 letters (not their sounds). C3. Student demonstrates understanding of one-to-one correspondence by matching two symbols to the objects, people, actions, etc., that they represent... | Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in both formal and informal settings. C2. Student can produce rhyming words (real or nonsense) or identify at least ten letters (not their sounds). C3. Student demonstrates understanding of one-to-one correspondence by matching three to nine symbols to the objects, people, actions, etc., that they represent. | Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in both formal and informal settings. Students will demonstrate/describe that different settings may require either formal or informal uses of English (including alternate forms of communication). C2. Student can, when read a poem and given two options, select the rhyming scheme used and can repeat the rhythm of a rhyme or can give the appropriate sound for at least ten letters. C3. Student can demonstrate understanding about the use of words by matching ten of them to the objects, people, actions, etc., that they represent. | Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in both formal and informal settings. Students will be able to describe/demonstrate why different settings may require either formal or informal uses of English (including alternate forms of communication). C2. Student can, when read a poem, match the rhyming pattern used, produce the rhythm of the rhyme, and can give the appropriate sound for at least fifteen letters. C3. Student can make valid observations about the use of words and visual symbols in varied contexts. | Students will be able to: C1. Distinguish between and make observations about formal and informal uses of English. C2. Recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters. C3. Make valid observations about the use of words and visual symbols. |

ELA Content Standard C – Language and Images**LAA Rubric Level 2***Students will demonstrate understanding of how words and images communicate.*

| Performance Level 1 <i>Reading Format Level 2 or above*</i> | Performance Level 2 <i>Reading Format Level 2 or above*</i> | Performance Level 3 <i>Reading Format Level 3 or above*</i> | Performance Level 4 <i>Reading Format Level 4*</i> | Learning Results Performance Indicators |
|--|--|---|--|---|
| <p>Portfolio contains evidence that:</p> <p>C1. Student uses appropriate language in the classroom setting.</p> <p>C2. Given a list of conversational characteristics/rules, student can match an appropriate social context to them.</p> <p>C3. Student uses nonverbal cues in structured settings.</p> <p>C4. Student can demonstrate understanding of graphic symbols by responding appropriately to them in two real-life situations.</p> <p>C5. Student can make observations about one language other than English.</p> <p>C6. Student can identify different ways language is used.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student uses appropriate language in various personal/school situations and settings.</p> <p>C2. Student can, before entering a social context, identify the characteristics/rules of conversation appropriate to that context.</p> <p>C3. Student can identify nonverbal cues when used in structured situations.</p> <p>C4. Student can demonstrate understanding of graphic symbols by responding appropriately to them in three or more real-life situations.</p> <p>C5. Student can investigate the languages of another cultures and compare/contrast one to English in one way.</p> <p>C6. Student can recognize when an idiom is being used and not take it literally.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can identify how language use varies according to personal situations and settings (e.g., school, home, and community).</p> <p>C2. Student can identify the social context of a given conversation and its effect on how language is used.</p> <p>C3. Student can demonstrate specific nonverbal cues and identify how each might be used in a conversation.</p> <p>C4. Student can make accurate observations about the use of language and/or graphic symbols encountered in various real-life situations.</p> <p>C5. Student can investigate the languages of other cultures and compare/contrast them to English in two ways.</p> <p>C6. Student can use idioms appropriately (intentionally or unintentionally).</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).</p> <p>C2. Students can identify the social context of conversations and its effect on how language is used in those contexts.</p> <p>C3. Student can identify the use of nonverbal cues in conversations.</p> <p>C4. Student can make accurate observations about the use of language and graphic symbols encountered in various real-life situations.</p> <p>C5. Student can investigate the languages of other cultures and compare/contrast them to English in three or more ways.</p> <p>C6. Student can make observations about specific uses and idioms of language.</p> | <p>Students will be able to:</p> <p>C1. Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).</p> <p>C2. Identify the social context of conversations and its effect on how language is used.</p> <p>C3. Identify the use of nonverbal cues in conversations.</p> <p>C4. Make observations about the use of language and graphic symbols encountered in various real-life situations.</p> <p>C5. Investigate the languages of other cultures and compare/contrast them to English.</p> <p>C6. Make observations about specific uses and idioms of language.</p> |

*See definitions of Format Levels in the “Developmental Characteristics of Reading” on page LAA ELA 7.

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 1

Students will demonstrate the ability to use the skills and strategies of the writing process.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|---|--|---|
| <p>Portfolio contains evidence that:</p> <p>E1. Student can identify personal experiences, by pointing, through pictures, or through other means of communication.</p> <p>E2. Student can attend to a story (ex., focus on, look at the reader; focus on, look at pictures from the story).</p> <p>E3. Student can respond appropriately to a given remark or statement.</p> | <p>Portfolio contains evidence that:</p> <p>E1. Student can identify personal experiences and a discovery, by pointing, or through other means of communication.</p> <p>E2. Student can respond appropriately (ex., applause, laughter, participation in follow-up discussion, or indication of feelings about story) to stories.</p> <p>E3. Student can respond appropriately to two or more remarks or statements.</p> | <p>Portfolio contains evidence that:</p> <p>E1. Student can share two experiences <u>or</u> two discoveries, orally and in writing (or through other means of communication that produce a written product).</p> <p>E2. Student can respond appropriately (indicate reaction to story) to two stories heard or read, orally, in writing, <u>or</u> through other means of communication that produce a written product.</p> <p>E3. Student can respond appropriately to three remarks or statements orally <u>or</u> in writing (or through other means of communication that produce a written product).</p> | <p>Portfolio contains evidence that:</p> <p>E1. Student can tell about three or more experiences <u>and</u> two or more discoveries, through two forms of communication, oral and written (or through other means of communication that produce a written product).</p> <p>E2. Student can respond appropriately (indicate reaction to story) to two or more stories through two forms of communication, oral <u>and</u> written (or through another means of communication that produce a written product).</p> <p>E3. Student can respond appropriately to four or more remarks or statements made in varied settings inside and outside of the school environment, orally, in writing (or through other means of communication that produce a written product).</p> | <p>Students will be able to:</p> <p>E1. Tell about experiences and discoveries, both orally and in writing.</p> <p>E2. Respond to stories orally and in writing.</p> <p>E3. Respond to remarks or statements orally and in writing.</p> |

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 2

Students will demonstrate the ability to use the skills and strategies of the writing process.

| Performance Level 1 <i>Writing Format Level 2 or above*</i> | Performance Level 2 <i>Writing Format Level 2 or above*</i> | Performance Level 3 <i>Writing Format Level 3 or above*</i> | Performance Level 4 <i>Writing Format Level 4*</i> | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|--|
| <p>Portfolio contains evidence that:</p> <p>E1. Student can identify a strength or a weakness in his/her own writing/means of communication.</p> <p>E2. Student can use pre-planning to guide development of a piece (ex., webbing, mind mapping, brainstorming, etc.).</p> <p>E3. Student can use effective language in a piece created through writing or other means of communication.</p> <p>E4. Student can report orally or through other means of communication, a personal experience he/she has had which is similar to the experience of a character read about or viewed.</p> <p>E5. Student can give accurate directions for a task/action involving one step.</p> <p>E6. Student can identify multiple facts gained from a presentation.</p> | <p>Portfolio contains evidence that:</p> <p>E1. Student can identify a strength and a weakness in his/her own writing/other means of communication, and seek effective help from others.</p> <p>E2. Student can create a draft for a piece based on pre-planning (ex., webbing, mind mapping, brainstorming, etc.).</p> <p>E3. Student can use planning and drafting to produce a piece that demonstrates effective language use and command of mechanics.</p> <p>E4. Student can report orally or through other means of communication, two different personal experiences he/she has had which are similar to the experiences of characters read about or viewed.</p> <p>E5. Student can give accurate directions for a task/action involving two steps.</p> <p>E6. Student can identify multiple facts gained from a presentation and identify a central concept to which they are related.</p> | <p>Portfolio contains evidence that:</p> <p>E1. Student can identify strengths or weaknesses in his/her own writing/or written product produced through another means of communication, and seek effective help from others.</p> <p>E2. Student can edit his/her first draft.</p> <p>E3. Student can use planning and drafting to produce, on-demand, an organized written product that demonstrates effective language use, voice and command of mechanics.</p> <p>E4. Student can report or summarize orally (or through other means of communication), two personal discoveries he/she has made as a result of reading and/or viewing.</p> <p>E5. Student can give accurate directions for a task/action involving three steps.</p> <p>E6. Student can identify three or more concepts that were part of a presentation.</p> | <p>Portfolio contains evidence that:</p> <p>E1. Student can identify strengths and weaknesses in his/her own writing or written product produced through another means of communication, and seek effective help from others.</p> <p>E2. Student can improve his/her finished product by revising content from draft to final piece.</p> <p>E3. Student can use planning, drafting, and revising to produce, on-demand, a well-developed, organized written product that demonstrates effective language use, voice, and command of mechanics.</p> <p>E4. Student can report and summarize orally or through other means of communication, three or more personal discoveries he/she has made as a result of reading and/or viewing.</p> <p>E5. Student can give accurate directions for a task/action involving four or more steps.</p> <p>E6. Student can summarize central concepts from presentations.</p> | <p>Students will be able to:</p> <p>E1. Identify strengths and weaknesses in their own writing and seek effective help from others.</p> <p>E2. Improve their finished product by revising content from draft to final piece.</p> <p>E3. Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</p> <p>E4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.</p> <p>E5. Give accurate directions.</p> <p>E6. Summarize central concepts from oral presentations.</p> |

**See definitions of Format Levels in the “Developmental Characteristics of Writing” on page LAA ELA 8.*

ELA Content Standard H – Research-Related Writing and Speaking**LAA Rubric Level 1***Students will work, write, and speak effectively when doing research in all content areas.*

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|--|
| Portfolio contains evidence that: H1. When presented with a question, student can select an appropriate answer from two options provided. H2. Student can ask a pre-established question in a structured situation. H3. Student can identify information related to his/her life. | Portfolio contains evidence that: H1. When presented with a question, student can identify an appropriate source for the answer. H2. Student can ask appropriate questions in various settings/situations. H3. Student can record <u>or</u> share information related to his/her life. | Portfolio contains evidence that: H1. Student can use a search strategy which involves at least two appropriate and available resources. H2. Student can use pre-established questions to gather information. H3. Student can record <u>or</u> share information gathered about a topic. | Portfolio contains evidence that: H1. Student can develop a search strategy which uses three or more appropriate and available resources. H2. Student can formulate appropriate questions to ask when gathering information. H3. Student can record <u>and</u> share information gathered about a topic. | Students will be able to: H1. Develop a search strategy which uses appropriate and available resources. H2. Formulate questions to ask when gathering information. H3. Record and share information gathered. |

ELA Content Standard H- Research-Related Writing and Speaking

LAA Rubric Level 2

Students will work, write, and speak effectively when doing research in all content areas.

| Performance Level 1 <i>Writing Format Level 2 or above*</i> | Performance Level 2 <i>Writing Format Level 2 or above*</i> | Performance Level 3 <i>Writing Format Level 3 or above*</i> | Performance Level 4 <i>Writing Format Level 4*</i> | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|--|
| <p>Portfolio contains evidence that:</p> <p>H1. Student can ask a series of questions related to a single topic.</p> <p>H2. Student can use a resource (non-print or print) to gather information on a single topic.</p> <p>H3. Student can share information on a single topic.</p> <p>H4. Student can generate a list of facts gathered on a single topic.</p> <p>H5. Student can identify the source(s) of information he/she has gathered on a single topic.</p> | <p>Portfolio contains evidence that:</p> <p>H2. Student can ask a series of questions related to a research topic.</p> <p>H2. Student can use two different resources (non-print or print) to gather information on a single topic.</p> <p>H3. Student can share information obtained from research.</p> <p>H4. Student can make a generalization based on facts gathered.</p> <p>H5. Student can list two or more sources he/she used in doing research, and the author/editor of any print source listed.</p> | <p>Portfolio contains evidence that:</p> <p>H1. Student can ask and seek answers to questions related to a topic.</p> <p>H3. Student can use three different resources (non-print or print) to gather information on a single topic.</p> <p>H3. Student can present information obtained from research in a way that combines two forms of information (e.g., maps, charts, photos).</p> <p>H4. Student can identify two generalizations or interpretations drawn by a person from facts encountered in documents, narratives, or other sources.</p> <p>H5. Student can use an organized form to cite sources.</p> | <p>Portfolio contains evidence that:</p> <p>H1. Student can ask and seek answers to questions related to a research topic.</p> <p>H2. Student can use three or more different resources (non-print and print) to gather information on research topics.</p> <p>H3. Student can present information obtained from research in a way that combines three or more forms of information (e.g., maps, charts, photos).</p> <p>H4. Student can distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.</p> <p>H5. Student can demonstrate initial understanding of how to cite sources: describe/demonstrate the reasons for citations; identify two or more kinds of citations; and list sources and their author/editor as part of any research done.</p> | <p>Students will be able to:</p> <p>H1. Ask and seek answers to questions.</p> <p>H2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.</p> <p>H3. Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).</p> <p>H4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.</p> <p>H5. Demonstrate initial understanding of how to cite sources.</p> |

**See definitions of Format Levels in the “Developmental Characteristics of Writing” on page LAA ELA 8.*

Developmental Characteristics of Reading



Format Level K

- clear, simple pictures
- consistent, predictable text, which is matched to the picture
- familiar content, related to life experiences (e.g., balls, animals, routines)
- print language is close match to oral language child uses



Format Level 1

- pictures with more detail, but still related to text
- up to 3 simple sentences per page
- printed material of interest to student
- some books have dialogue and descriptive sentences



Format Level 2

- less picture support, text moves to different places on book
- whole page of text appears – at least half the book
- sentences are more complex, including adjectives, adverbs, simple conjunctions, compound sentences
- text provides more information than pictures
- more reliance on decoding and context clues than picture clues



Format Level 3

- texts with many lines of print
- books organized into chapters (including series books with shared characters, settings, and events)
- harder picture books
- wide variety of genres
- complex sentences, dialogues



Format Level 4

- texts with many lines of print
- wide variety of long and short texts
- wide variety of genres with range of purposes
- complex sentences, dialogues

Developmental Characteristics of Writing



Format Level K

- aware that speech can be written down
- English organized from left to right
- print language is close match to oral language child uses
- combination of letters and words (semi-phonetic spellings with some sounds represented by letters) used as experiments in writing
- attempts familiar forms of writing (ex., lists, letters, stories)
- reads back own writing



Format Level 1

- has a sense of sentence
- uses basic sentence structures
- uses invented spelling by writing the sounds heard in words, and often picks letters having those sounds in their names
- attempts use of punctuation and capitalization
- written thoughts may be random



Format Level 2

- uses some variety of complete sentence structures
- uses combination of conventional spelling (words from K-2 lists) and invented spelling (common patterns are used to spell single syllable words (e.g., "quick" spelled "quice"))
- uses appropriate capitalization at beginning of sentence and for proper nouns
- generally uses appropriate end punctuation
- uses some adjectives
- writing conveys basic ideas
- related multiple sentences to single topic
- uses logical sequence (beginning, middle, and end)



Format Level 3

- uses varied sentence structures
- uses conventional spelling with few errors in frequently used words
- makes no significant errors in capitalization of words at the beginning of sentences, and few significant errors in the capitalization of proper nouns and titles
- uses appropriate end punctuation, and commas in a list
- uses pronouns and adjectives
- begins to organize writing by paragraph
- uses varied test forms to suit purpose



Format Level 4

- uses varied sentence structures
- uses conventional spelling with few errors in frequently used words
- makes no significant errors in capitalization of words at the beginning of sentences, and few significant errors in the capitalization of proper nouns and titles
- uses end punctuation and commas appropriately
- uses descriptive language to clarify, enhance, or develop ideas
- writes topic sentences and includes relevant information to develop a cohesive paragraph
- organizes paragraphs logically
- organizes pieces in a logical sequence with a beginning, middle, and end
- matches writing to purpose and audience
- uses adverbial forms and conjunctions appropriately



ELA Content Standard C- Language and Images**LAA Rubric Level 3**

Students will demonstrate understanding of how words and images communicate.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|---|--|
| <p>Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3. The student displays limited understanding with judgments that appear superficial and emotional.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3. The student displays marginal understanding with judgments that are not well supported.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.</p> <p>The LAA contains evidence that the student has met the standards for Language and Images at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.2. Understand factors that commonly affect language change and use.3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).4. Use knowledge of the fundamental parts of speech when writing and speaking.5. Demonstrate an understanding of the concept of propaganda. |

ELA Content Standard C – Language and Images

LAA Rubric Level 4

Students will demonstrate understanding of how words and images communicate.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|---|--|
| <p>Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4. The student displays limited understanding with judgments that appear superficial and emotional.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4. The student displays marginal understanding with judgments that are not well supported.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.</p> <p>The LAA contains evidence that the student has met the standards Language and Images at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the relationship among perception, thought, and language. 2. Demonstrate an understanding of how language considerations and representations involving gender affect communication. 3. Compare the ways various social, occupational, and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated. 4. Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, the symbolism of particular types of architecture) 5. Demonstrate understanding of the history of and changes in the English language by explaining examples. 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English. 7. Demonstrate an understanding of the political implications of different forms of language. 8. Identify propaganda techniques used by writers and speakers. |

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 3

Students will demonstrate the ability to use the skills and strategies of the writing process.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Processes of Writing and Speaking at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of finished pieces. 2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations. |

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 4

Students will demonstrate the ability to use the skills and strategies of the writing process.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Processes of Writing and Speaking at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Ask pertinent questions during writing conferences and when working alone, using knowledge of personal writing strategies, strengths, and weaknesses to improve one's own writing. 2. Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work. 3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed. |

ELA Content Standard H – Research-Related Writing and Speaking

LAA Rubric Level 3

Students will work, write, and speak effectively when doing research in all content areas.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|---|--|---|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge skills and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Research-Related Writing and Speaking at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies. 2. Separate information collected for research topics into major components based on relevant criteria. 3. Create bibliographies. 4. Use available catalogs to locate materials for research reports. 5. Use indexes to periodical literature to locate information for research. 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics. 7. Use search engines and other Internet resources to collect information for research topics. 8. Make limited but effective use of primary sources when researching topics. 9. Explain the importance of primary sources in evaluating the validity and reliability of collected information. 10. Demonstrate initial understanding of proper attribution (e.g., footnotes). |

ELA Content Standard H – Research-Related Writing and Speaking

LAA Rubric Level 4

Students will work, write, and speak effectively when doing research in all content areas.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills and strategies of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Research-Related Writing and Speaking at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Develop an appropriate strategy for finding information on a particular topic. 2. Use referencing while doing research. 3. Record significant information from events attended and interviews conducted. 4. Identify and use library information services. 5. Use government publications, in-depth field studies, and almanacs for research. 6. Use CD-ROM, microfiche, and similar resource media for research. 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes. 8. Use search engines and other Internet resources to do research. 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors. 10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes. 11. Evaluate information for accuracy, currency, and possible bias. 12. Report orally, using a variety of technological resources to present the results of a research project. |

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Local Alternate Assessment



Health & Physical Education

Rubric Levels 1-4

based on the Maine *Learning Results*

| Health Content Standard A - Health Concepts | | LAA Rubric Level 1 |
|---|--|--------------------|
|---|--|--------------------|

| Health Content Standard A - Health Concepts | | LAA Rubric Level 1 |
|---|--|--------------------|
|---|--|--------------------|

Students will understand health promotion and disease prevention concepts.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|--|--|
| <p>Portfolio contains evidence that:</p> <p>A1. Student practices one habit that promotes health, on a daily basis.</p> <p>A2. Student can make use of one practice which prevents transmission of diseases.</p> <p>A3. Student can match two basic health terms with a given picture/description.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify two components of health (i.e., healthy food, rest and leisure, exercise, etc.)</p> <p>A2. Student can identify two ways to prevent communicable diseases.</p> <p>A3. Student can demonstrate understanding of two basic health terms.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify three components of health (i.e., healthy food, rest and leisure, exercise, etc.).</p> <p>A2. Student can describe/demonstrate the transmission <u>or</u> prevention of communicable diseases.</p> <p>A3. Student can demonstrate understanding of three basic health terms.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify four or more components of health (i.e., healthy food, rest and leisure, exercise, etc.).</p> <p>A2. Student can describe/demonstrate the transmission <u>and</u> prevention of communicable diseases.</p> <p>A3. Student can demonstrate understanding of four or more basic health terms.</p> | <p>Students will be able to:</p> <p>A1. Recognize that there are multiple components of health.</p> <p>A2. Describe the transmission and prevention of communicable diseases.</p> <p>A3. Demonstrate an understanding of basic health terms.</p> |

Health Content Standard A - Health Concepts

LAA Rubric Level 2

Students will understand health promotion and disease prevention concepts.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|---|--|--|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate his/her own daily health practices.</p> <p>A2. Student can identify two or more childhood indicators of one of the following: physical, mental, emotional, and social health.</p> <p>A3. Student can identify the basic structures and functions of one of the human body systems.</p> <p>A4. Student can identify three or more common health problems of children.</p> <p>A5. Student can describe/demonstrate a way in which a healthful school or community environment influence personal health.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate the relationship between a daily health practice and his/her personal health.</p> <p>A2. Student can identify two or more childhood indicators of two of the following: physical, mental, emotional, and social health.</p> <p>A3. Student can describe/demonstrate the basic structures and functions of a human body system.</p> <p>A4. Student can identify one common health problem of children that should be detected and treated early.</p> <p>A5. Student can describe/demonstrate two ways in which a healthful school or community environment influence personal health.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate the relationship between two health practices and personal health.</p> <p>A2. Student can identify childhood indicators of three of the following: physical, mental, emotional, and social health.</p> <p>A3. Student can describe/demonstrate the basic structures and functions of three of the human body systems.</p> <p>A4. Student can identify two common health problems of children that should be detected and treated early.</p> <p>A5. Student can describe/demonstrate two ways in which a healthful school and two ways in which community environment influence personal health.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate the relationship between three or more health practices and personal health (e.g., eating well and exercise).</p> <p>A2. Student can identify indicators of physical, mental, emotional, and social health during childhood.</p> <p>A3. Student can describe/demonstrate the basic structures and functions of four or more of the human body systems.</p> <p>A4. Student can identify three or more common health problems of children that should be detected and treated early.</p> <p>A5. Student can describe/demonstrate three or more ways in which a healthful school and three or more ways in which community environment influence personal health.</p> | <p>Students will be able to:</p> <p>A1. Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).</p> <p>A2. Identify indicators of physical, mental, emotional, and social health during childhood.</p> <p>A3. Describe the basic structures and functions of the human body systems.</p> <p>A4. Identify common health problems of children that should be detected and treated early.</p> <p>A5. Describe ways in which a healthful school and community environment influence personal health.</p> |

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Students will understand health promotion and disease prevention concepts.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|---|
| <p>Portfolio contains evidence that:</p> <p>A6. Student can identify one positive and one negative response to stress.</p> <p>A7. Student can demonstrate essential understanding of a basic health concept.</p> | <p>Portfolio contains evidence that:</p> <p>A6. Student can explain/demonstrate a positive and a negative response to stress.</p> <p>A7. Student can demonstrate essential understanding of two basic health concepts.</p> | <p>Portfolio contains evidence that:</p> <p>A6. Student can explain/demonstrate the differences between a positive and a negative response to stress.</p> <p>A7. Student can demonstrate essential understanding of three basic health concepts.</p> | <p>Portfolio contains evidence that:</p> <p>A6. Student can explain/demonstrate the difference between positive and negative responses to stress.</p> <p>A7. Student can demonstrate essential understanding of four basic health concepts.</p> | <p>Students will be able to:</p> <p>A6. Explain the difference between positive and negative responses to stress.</p> <p>A7. Demonstrate essential understanding of basic health concepts.</p> |

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Health Content Standard B - Health Information, Services, and Products
LAA Rubric Level 1

Students will know how to acquire valid information about health issues, services, and products.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|--|---|--|
| <p>Portfolio contains evidence that:</p> <p>B1. Student can correctly match a school or community health helper with a related situation in which the student may have personal involvement.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can identify school or community health helpers that are needed in two given situations.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can identify school and community health helpers that are needed in three given situations.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can identify school and community health helpers that are needed in four or more given situations.</p> | <p>Students will be able to:</p> <p>B1. Identify which school and community health helpers are needed in given situations.</p> |

Health Content Standard B - Health Information, Services, and Products**LAA Rubric Level 2**

Students will know how to acquire valid information about health issues, services, and products.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|--|---|---|
| Portfolio contains evidence that: B1. Student can identify sources of valid health information and products. B2. Student can demonstrate one way to locate school or community health helpers. B3. Student can identify a community agency that advocates healthy individuals, families, and communities. | Portfolio contains evidence that: B1. Student can identify one characteristic of valid health information and products. B2. Student can demonstrate two ways to locate school and community health helpers. B3. Student can identify two community agencies that advocate healthy individuals, families, and communities. | Portfolio contains evidence that: B1. Student can identify one characteristic of valid health information and products, and a service that promotes health. B2. Student can demonstrate three ways to locate school and community health helpers. B3. Student can identify three community agencies that advocate healthy individuals, families, and communities. | Portfolio contains evidence that: B1. Student can identify two or more characteristics of valid health information and products, and services that promote health. B2. Student can demonstrate four or more ways to locate school and community health helpers. B3. Student can identify four or more community agencies that advocate healthy individuals, families, and communities. | Students will be able to: B1. Identify characteristics of valid health information and products, and services that promote health. B2. Demonstrate ways to locate school and community health helpers. B3. Identify community agencies that advocate healthy individuals, families, and communities. |

Health Content Standard C - Health Promotion and Risk Reduction

LAA Rubric Level 1

Students will understand how to reduce their health risks through the practice of healthy behaviors.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|---|--|
| <p>Portfolio contains evidence that:</p> <p>C1. Student can identify a substance that could harm him/her.</p> <p>C2. Student can initiate the timely practice of a personal hygiene skill.</p> <p>C3. When given the opportunity, student chooses food rather than non-food for personal consumption.</p> <p>C4. Student can identify one safety skill.</p> <p>C5. Student can identify personal feelings of anxiety, anger, loss of control, etc.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can, given a group/list of three to five substances found at home and/or school, identify those that are safe and those that are harmful.</p> <p>C2. Student can initiate and demonstrate two personal hygiene skills.</p> <p>C3. When given the opportunity, student chooses healthful foods for personal consumption one or two out of five times.</p> <p>C4. Student can identify three safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Student can apply one coping strategy when feeling too excited, anxious, angry, or out of control.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can generate a group/list of three safe and three harmful substances found at home and/or school.</p> <p>C2. Student can demonstrate/describe three personal hygiene skills.</p> <p>C3. When given the opportunity, student chooses healthful foods for personal consumption three of five times.</p> <p>C4. Student can describe/demonstrate four safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Student can identify and apply two appropriate coping strategies when he/she feels too excited, anxious, angry, or out of control.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can explain/demonstrate the differences between safe and harmful substances found at home and school.</p> <p>C2. Student can demonstrate/describe four or more personal hygiene skills.</p> <p>C3. When given the opportunity, student chooses healthful foods for personal consumption four of five times.</p> <p>C4. Student can describe/demonstrate five or more safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Student can apply three or more appropriate coping strategies when he/she feels too excited, anxious, angry, or out of control.</p> | <p>Students will be able to:</p> <p>C1. Differentiate between safe and harmful substances found at home and school.</p> <p>C2. Demonstrate personal hygiene skills.</p> <p>C3. Choose healthful foods.</p> <p>C4. Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Apply coping strategies when they feel too excited, anxious, angry, or out of control.</p> |

Health Content Standard C - Health Promotion and Risk Reduction

LAA Rubric Level 2

Students will understand how to reduce their health risks through the practice of healthy behaviors.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|--|---|
| <p>Portfolio contains evidence that:</p> <p>C1. Student can create a list of at least three behaviors that are safe and three behaviors that are harmful.</p> <p>C2. Student can develop two injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of one human body system.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid a threatening or stressful situation.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can compare two behaviors that are safe to two behaviors that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Student can develop three injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of two human body systems.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid two threatening and/or stressful situations.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can compare three behaviors that are safe to three behaviors that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Student can develop four injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of three human body systems.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid three threatening and/or stressful situations.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can compare four or more behaviors that are safe to four or more behaviors that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Student can develop five or more injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of four or more human body systems.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid four or more threatening and stressful situations.</p> | <p>Students will be able to:</p> <p>C1. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Develop injury prevention and safety strategies for personal health.</p> <p>C3. Demonstrate basic care of human body systems.</p> <p>C4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.</p> |

Health Content Standard D - Influences on Health

LAA Rubric Level 1

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|--|--|--|
| Portfolio contains evidence that: D1. Student will choose from media samples, a personal health issue relevant to him/her. D2. Student will match one family or school staff member with a health support/service provided by that person to him/her. | Portfolio contains evidence that: D1. Student can identify two ways in which the media influences his/her personal health. D2. Student will identify an example of information from a family or school staff member that has influenced his/her health. | Portfolio contains evidence that: D1. Student can describe/demonstrate two ways in which the media influences health. D2. Student will explain/demonstrate two ways in which information from school or family has influenced his/her personal health. | Portfolio contains evidence that: D1. Student can describe/demonstrate three ways in which the media influences health. D2. Student will explain/demonstrate how information from school and family influences health. | Students will be able to: D1. Describe the influences of media on health. D2. Explain how information from school and family influences health. |

Health Content Standard D - Influences on Health

LAA Rubric Level 2

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|---|--|
| <p>Portfolio contains evidence that:</p> <p>D1. Student can describe/demonstrate an influence of culture on health.</p> <p>D2. Student can explain/demonstrate two ways in which media influence his/her health decisions.</p> <p>D3. Student can describe/demonstrate one way in which technology affects his/her personal health.</p> <p>D4. Student can describe two ways to be a responsible friend or a responsible family member.</p> | <p>Portfolio contains evidence that:</p> <p>D1. Student can describe/demonstrate two influences of culture on health.</p> <p>D2. Student can explain/demonstrate three ways in which media influence his/her health decisions.</p> <p>D3. Student can describe/demonstrate two ways in which technology affects his/her personal health.</p> <p>D4. Student can describe one way to be a responsible friend and one way to be a responsible family member.</p> | <p>Portfolio contains evidence that:</p> <p>D1. Student can evaluate two influences of culture on health.</p> <p>D2. Student can explain/demonstrate three ways in which media influence health decisions.</p> <p>D3. Student can describe/demonstrate three ways in which technology affects personal health.</p> <p>D4. Student can describe two ways to be a responsible friend and two ways to be a responsible family member.</p> | <p>Portfolio contains evidence that:</p> <p>D1. Student can evaluate three or more influences of culture on health.</p> <p>D2. Student can explain/demonstrate four or more ways in which media influence health decisions.</p> <p>D3. Student can describe/demonstrate four or more ways in which technology affects personal health.</p> <p>D4. Student can describe three or more ways to be a responsible friend and three or more ways to be a responsible family member.</p> | <p>Students will be able to:</p> <p>D1. Evaluate the influences of culture on health.</p> <p>D2. Explain how media influences health decisions.</p> <p>D3. Describe ways technology affects personal health.</p> <p>D4. Describe ways to be a responsible friend and family member.</p> |

Health Content Standard E - Communication Skills

LAA Rubric Level 1

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|---|---|--|
| Portfolio contains evidence that: E1. Student can use one healthy way to express a need, want, or feeling. E2. Student can use verbal or nonverbal communication to let others know what he/she needs or wants. | Portfolio contains evidence that: E1. Student can use two or more healthy ways to express a need, want, or feeling. E2. Student can use verbal or nonverbal communication relevant to daily situations. | Portfolio contains evidence that: E1. Student can demonstrate three healthy ways to express needs, wants, and feelings. E2. Student can distinguish between verbal and nonverbal communication in daily situations directly affecting him/her. | Portfolio contains evidence that: E1. Student can demonstrate four or more healthy ways to express needs, wants, and feelings. E2. Student can distinguish between verbal and nonverbal communication. | Students will be able to: E1. Demonstrate healthy ways to express needs, wants, and feelings. E2. Distinguish between verbal and nonverbal communication. |

Health Content Standard E - Communication Skills

LAA Rubric Level 2

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|--|---|---|
| Portfolio contains evidence that: E1. Student can use an appropriate communication or listening skill to enhance health. E2. Student can describe/demonstrate a positive way and a negative way to deal with conflict. E3. Student can identify a non-violent strategy to resolve conflicts. E4. Student can express an opinion about a health issue. | Portfolio contains evidence that: E1. Student can use two appropriate communication and/or listening skills to enhance health. E2. Student can describe/demonstrate two positive ways and two negative ways to deal with conflict. E3. Student can identify two non-violent strategies to resolve conflicts. E4. Student can express an opinion about a health issue and identify accurate information. | Portfolio contains evidence that: E1. Student can use three appropriate communication and/or listening skills to enhance health. E2. Student can differentiate between three or more negative and positive ways to deal with conflict. E3. Student can demonstrate/describe three non-violent strategies to resolve conflicts. E4. Student can express opinions and give accurate information about two health issues. | Portfolio contains evidence that: E1. Student can use four or more appropriate communication and/or listening skills to enhance health. E2. Student can differentiate between four or more negative and positive ways to deal with conflict. E3. Student can demonstrate/describe four or more non-violent strategies to resolve conflicts. E4. Student can express opinions and give accurate information about three or more health issues. | Students will be able to: E1. Use appropriate communication and listening skills to enhance health. E2. Differentiate between negative and positive ways to deal with conflict. E3. Demonstrate non-violent strategies to resolve conflicts. E4. Express opinions and give accurate information about health issues. |

Health Content Standard F - Decision-Making and Goal Setting

LAA Rubric Level 1

Students will learn how to set personal goals and make decisions that lead to better health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|--|---|--|
| Portfolio contains evidence that: F1. Student can identify when he/she needs assistance. F2. Student can choose a personal health goal from two reasonable given options. | Portfolio contains evidence that: F1. Student can identify two instances when he/she needs help to make a decision. F2. Student can choose a personal health goal from among three reasonable given options. | Portfolio contains evidence that: F1. Student can explain/demonstrate two instances when assistance is needed in making health-related decisions or setting health goals. F2. Student can identify two components of the process used to set a short-term personal health goal. | Portfolio contains evidence that: F1. Student can explain/demonstrate three or more instances when assistance is needed in making health-related decisions and setting health goals. F2. Student can set a short-term personal health goal. | Students will be able to: F1. Explain when assistance is needed in making health-related decisions and setting health goals. F2. Set a short-term personal health goal. |

Health Content Standard F - Decision-Making and Goal Setting

LAA Rubric Level 2

Students will learn how to set personal goals and make decisions that lead to better health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|--|
| Portfolio contains evidence that: F1. Student can identify the steps of a decision-making process appropriate to a health issue. F2. Student can identify a health decision that needs to be made and the information needed to make it. | Portfolio contains evidence that: F1. Student can sequence a minimum of three steps of a decision-making process appropriate to given health issues and problems. F2. Student can choose possible results of a health decision from a given list. | Portfolio contains evidence that: F1. Student can generate a list of the steps needed for a decision-making process appropriate to health issues and problems. F2. Student can predict results of two positive health decisions. | Portfolio contains evidence that: F1. Student can apply a decision-making process to health issues and problems. F2. Student can predict results of three or more positive health decisions. | Students will be able to: F1. Demonstrate the ability to apply a decision-making process to health issues and problems. F2. Predict the results of positive health decisions. |

Health Content Standard A - Health Concepts**LAA Rubric Level 3**

Students will understand health promotion and disease prevention concepts.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|--|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence that the student has met the standards for Health Concepts at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | <i>Students will be able to:</i> <ol style="list-style-type: none">1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.2. Describe the relationship among physical, mental, emotional, and social health.3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).4. Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).5. Analyze how the environment relates to personal health.6. Explain how appropriate health care can prevent premature death and disability.7. Identify the characteristics and stages of human growth and development.8. Demonstrate thorough understanding of key health concepts. |

Health Content Standard A - Health Concepts

LAA Rubric Level 4

Students will understand health promotion and disease prevention concepts.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Health Concepts at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Analyze the relationship between personal health practices and individual well-being. Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life. Evaluate the short- and long-term effects of risky behavior. Analyze the impact of personal health behaviors on body systems. Analyze how the environment relates to personal and community health. Describe health issues common at different stages of life. Analyze how public health policies and laws influence health promotion and disease prevention. Analyze how the prevention and control of health problems are influenced by research and medical advances. Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems. Describe how stress management relates to disease prevention. Demonstrate in-depth understanding of complex health concepts. |

Health Content Standard B - Health Information, Services, and Products**LAA Rubric Level 3**

Students will know how to acquire valid information about health issues, services, and products.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|--|--|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence that the student has met the standards for Health Information, Services, and Products at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | <i>Students will be able to:</i> 1. Analyze the validity of health information, products, and services and describe situations requiring their use. 2. Identify resources from home, school, and community that provide valid health information and services. |

Health Content Standard B - Health Information, Services, and Products**LAA Rubric Level 4**

Students will know how to acquire valid information about health issues, services, and products.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|---|--|---|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard B, Health Education, Health Information, Services, and Products, at LAA Rubric Level 4. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 4. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 4. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 4. The LAA contains evidence that the student has met the standards for Health Information, Services, and Products at this Rubric Level. | <i>Students will be able to:</i> 1. Provide evidence to support the validity of health information, products, and services. 2. Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility). 3. Access school and community health services (e.g., school nurse, family physician, emergency care). 4. Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries). |

Health Content Standard C - Health Promotion and Risk Reduction

LAA Rubric Level 3

Students will understand how to reduce their health risks through the practice of healthy behaviors.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|--|---|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Health Promotion and Risk Reduction at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain the importance of assuming responsibility for personal health. 2. Analyze a personal health assessment to determine health strengths and risks. 3. Develop strategies to improve or maintain personal and family health. 4. Develop injury prevention and response strategies for personal safety, including first aid. 5. Demonstrate ways to avoid or change situations that threaten personal safety. 6. Distinguish between healthy and unhealthy stress management techniques. |

| Health Content Standard C - Health Promotion and Risk Reduction | | LAA Rubric Level 4 |
|---|--|--------------------|
|---|--|--------------------|

LAA Rubric Level 4

Students will understand how to reduce their health risks through the practice of healthy behaviors.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Health Promotion and Risk Reduction at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. Demonstrate strategies to avoid, change, and report unsafe situations. Design, implement, and evaluate a plan of stress management. |

Health Content Standard D - Influences on Health**LAA Rubric Level 3**

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|--|--|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard D, Influences on Health, at LAA Rubric Level 3. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 3. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 3. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 3. | <i>Students will be able to:</i> 1. Investigate the influence of cultural beliefs on health behaviors and the use of health services. 2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care). 3. Analyze the effect of technology on personal and family health. 4. Describe how school, family, and peers influence the health of adolescents. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for Influences on Health at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | |

Health Content Standard D - Influences on Health**LAA Rubric Level 4**

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|---|--|---|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4. | <i>Students will be able to:</i> 1. Analyze how different cultures affect health beliefs and practices (gender equity). 2. Evaluate the effect of media and other factors on personal, family, and community health. 3. Evaluate the impact of technology on personal, family, and community health. 4. Analyze how the family, peers, and community influence the health of individuals. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for Influences on Health at this Rubric Level. | |

Health Content Standard E - Communication Skills**LAA Rubric Level 3**

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|---|---|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence that the student has met the standards for Communication Skills at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | <i>Students will be able to:</i> 1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure). 2. Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure. 3. Demonstrate conflict resolution strategies. 4. Analyze various communication methods which can be used to give information, ideas, and opinions about health issues. |

Health Content Standard E - Communication Skills**LAA Rubric Level 4**

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|---|--|
| Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence that the student has met the standards for Communication Skills at this Rubric Level. | <i>Students will be able to:</i> <ol style="list-style-type: none">1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.2. Demonstrate strategies that can be used to prevent or solve conflicts without harm.3. Analyze the possible causes of conflict in schools, families, and communities.4. Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.5. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.6. Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.7. Adapt health messages and communication techniques to the characteristics of a particular audience. |

Health Content Standard F - Decision-Making and Goal Setting**LAA Rubric Level 3**

Students will learn how to set personal goals and make decisions that lead to better health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Decision-Making and Goal Setting at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Demonstrate individual and collaborative decision-making processes to resolve health problems.2. Analyze how health-related decisions are influenced by individuals, families, and community values.3. Explain how decisions regarding health behaviors have consequences for them and others.4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.5. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks. |

Health Content Standard F - Decision-Making and Goal Setting

LAA Rubric Level 4

Students will learn how to set personal goals and make decisions that lead to better health.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|---|--|---|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Decision-Making and Goal Setting at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble. 2. Analyze health concerns that require collaborative decision making. 3. Explain how decisions regarding health behaviors have consequences for them and others. 4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. 5. Formulate an effective long-range personal health plan. |

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 1

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|--|--|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can identify activity and inactivity.</p> <p>A2. Student engages in physical activity appropriate for him/her personally once a week.</p> <p>A3. Student can participate in activities associated with a component of health-related fitness (e.g., cardiovascular endurance, muscular endurance [flexibility], muscular strength, or body composition).</p> <p>A4. Student moves with an awareness of others during activities which are part of his/her daily routine, and are provided in a familiar setting.</p> <p>A5. Student can use safe and/or controlled movements.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify a physical change he/she experiences after vigorous activity.</p> <p>A2. Student engages in appropriate physical activity twice a week.</p> <p>A3. Student can identify activities associated with two components of health-related fitness (e.g., cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A4. Student moves with an awareness of others in three or more structured changing environments and/or activities which are part of his/her daily routine.</p> <p>A5. Student can identify three safe and controlled movements from among five or more given choices.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify two physical changes that accompany moderate to vigorous activity.</p> <p>A2. Student engages in appropriate moderate to vigorous physical activity three times a week.</p> <p>A3. Student can identify activities associated with three components of health-related fitness (e.g., cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A4. Student moves with an awareness of others in three unstructured settings when participating in two different activities.</p> <p>A5. Student can state/demonstrate two reasons for safe and controlled movements.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify three or more physical changes that accompany moderate to vigorous activity.</p> <p>A2. Student engages in appropriate moderate to vigorous physical activity four or more days a week.</p> <p>A3. Student can identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance [flexibility], muscular endurance, muscular strength, body composition).</p> <p>A4. Students moves with an awareness of others when engaged in activities in changing environments.</p> <p>A5. Student can state/demonstrate three or more reasons for safe and controlled movements.</p> | <p>Students will be able to:</p> <p>A1. Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing).</p> <p>A2. Engage in moderate to vigorous physical activity.</p> <p>A3. Identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance, muscular strength, body composition).</p> <p>A4. Move with an awareness of others.</p> <p>A5. State reasons for safe and controlled movements.</p> |

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 2

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|---|--|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate one of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve one of the components of health-related fitness.</p> <p>A3. Student can identify one benefit of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals once a week.</p> <p>A5. Student participates in assessments related to one health related fitness component.</p> <p>A6. Student can recognize the potential risks associated with participation in a physical activity.</p> <p>A7. Student utilizes safety principles during an activity.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate two of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve two of the components of health-related fitness.</p> <p>A3. Student can identify two benefits of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals twice a week.</p> <p>A5. Student participates in assessments related to two health related fitness components.</p> <p>A6. Student can recognize the potential risks associated with two physical activities.</p> <p>A7. Student utilizes safety principles during two activities.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify three of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve three of the components of health-related fitness.</p> <p>A3. Student can identify three benefits of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals three times a week.</p> <p>A5. Student participates in assessments related to three health related fitness components.</p> <p>A6. Student can predict the potential risks associated with participation in three physical activities.</p> <p>A7. Student utilizes safety principles during three activities.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify four of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve four components of health-related fitness.</p> <p>A3. Student can identify four or more benefits of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals four or more times a week.</p> <p>A5. Student participates in assessments related to four or more health related fitness components.</p> <p>A6. Student can analyze the potential risks associated with participation in four or more physical activities.</p> <p>A7. Student utilizes safety principles during four or more activities.</p> | <p>Students will be able to:</p> <p>A1. Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, body composition).</p> <p>A2. Demonstrate specific activities to improve each of the components of health-related fitness.</p> <p>A3. Identify the benefits of regular participation in physical activity.</p> <p>A4. Participate in physical activity for the purpose of improving health-related fitness.</p> <p>A5. Participate in health-related fitness assessments.</p> <p>A6. Analyze potential risks of physical activities.</p> <p>A7. Utilize safety principles during activities.</p> |

Physical Education Content Standard B - Motor Skills

LAA Rubric Level 1

Students will develop motor skills and apply these to enhance their movement and physical performance.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|--|---|--|
| <p>Portfolio contains evidence that:</p> <p>B1. Student demonstrates progress in developing a practical locomotor <u>or</u> non-locomotor skill.</p> <p>B2. Student demonstrates improving form on one physical skill.</p> <p>B3. Student can demonstrate a motor pattern.</p> <p>B4. Student can make a transition between two sequential motor skills.</p> | <p>Portfolio contains evidence that:</p> <p>Student demonstrates progress in developing two practical locomotor <u>or</u> non-locomotor skills.</p> <p>B2. Student demonstrates improving form on two physical skills.</p> <p>B3. Student can demonstrate a simple combination of two motor patterns.</p> <p>B4. Student can make smooth transitions between two sequential motor skills.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student demonstrates progress in mastering a combination of three locomotor <u>and</u> non-locomotor skills.</p> <p>B2. Student demonstrates improving form when using a sports accessory.</p> <p>B3. Student can demonstrate a simple combination of three or more motor patterns.</p> <p>B4. Student can make smooth transitions between two sequential motor skills, by exhibiting three different patterns in combination.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student demonstrates progress in mastering a combination of four or more locomotor <u>and</u> non-locomotor skills.</p> <p>B2. Student demonstrates improving form when using two or more sports accessories.</p> <p>B3. Student can demonstrate four simple combinations of motor patterns.</p> <p>B4. Student can make smooth transitions between two sequential motor skills, repeating a common pattern once, twice, three times, <u>or</u> by exhibiting four different patterns in combination.</p> | <p>Students will be able to:</p> <p>B1. Demonstrate progress in mastering locomotor skills (skills used to move from one place to another, e.g., walking, running, jumping, hopping) and non-locomotor skills (skills used to move in place, e.g., turning, twisting).</p> <p>B2. Demonstrate improving form when using various sports accessories (e.g., throwing a ball, catching a bean bag, hitting a hockey puck).</p> <p>B3. Demonstrate simple combinations of motor patterns (e.g., dribbling while running).</p> <p>B4. Make smooth transitions between sequential motor skills (e.g., running into a jump).</p> |

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Physical Education Content Standard B - Motor Skills (continued)

LAA Rubric Level 1

Students will develop motor skills and apply these to enhance their movement and physical performance.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|---|--|
| <p>Portfolio contains evidence that:</p> <p>B5. Student can adjust a movement skill to meet the demands of a predictable environmental condition or expectation.</p> <p>B6. Student can identify/copy an element in a fundamental movement pattern.</p> <p>B7. Student can apply one movement concept to a fundamental skill.</p> | <p>Portfolio contains evidence that:</p> <p>B5. Student can adapt and adjust movement skills to one uncomplicated, changing environmental condition or expectation.</p> <p>B6. Student can identify/copy two or more critical elements of a fundamental movement pattern.</p> <p>B7. Student can apply a movement concepts to a fundamental skill.</p> | <p>Portfolio contains evidence that:</p> <p>B5. Student can adapt and adjust movement skills to two uncomplicated, changing environmental conditions and expectations.</p> <p>B6. Student can identify critical elements of a fundamental movement pattern.</p> <p>B7. Student can apply two or more movement concepts to a fundamental skill.</p> | <p>Portfolio contains evidence that:</p> <p>B5. Student can adapt and adjust movement skills to three or more uncomplicated changing, environmental conditions and expectations.</p> <p>B6. Student can identify the critical elements of two or more fundamental movement patterns.</p> <p>B7. Student can apply three or more movement concepts to a variety of fundamental skills.</p> | <p>Students will be able to:</p> <p>B5. Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner).</p> <p>B6. Identify the critical elements of fundamental movement patterns (e.g., throwing; ready position, arm preparation, turn side to target, step in opposition, etc.).</p> <p>B7. Apply movement concepts (e.g., patterns of movement, direction, speed, etc.) to a variety of fundamental skills (e.g., running in different directions without bumping into others or falling).</p> |

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Physical Education Content Standard B - Motor Skills

LAA Rubric Level 2

Students will develop motor skills and apply these to enhance their movement and physical performance.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|--|--|--|
| <p>Portfolio contains evidence that:</p> <p>B1. Student can copy a movement pattern in combination and/or in sequence using two movement concepts.</p> <p>B2. Student can identify which are locomotor and which are non-locomotor skills from a group of ten pictures of activities including both types.</p> <p>B3. Student can demonstrate an adapted form of a mature form in a locomotor pattern or a non-locomotor skill, and a selected sports accessory.</p> <p>B4. Student can adapt a skill to the demands of a predictable environment.</p> <p>B5. Student can demonstrate a beginning skill that is a component of a movement form.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can complete a movement pattern in combination and/or in sequence using movement concepts.</p> <p>B2. Student can distinguish between locomotor and non-locomotor skills in a physical activity.</p> <p>B3. Student can demonstrate an adapted form of a mature form in two locomotor patterns, two non-locomotor skills, and a selected sports accessory.</p> <p>B4. Student can adapt a skill to the demands of two different predictable environments.</p> <p>B5. Student can demonstrate two beginning skills that are components of a movement form.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can complete two or more movement patterns in combination and/or in sequence using movement concepts.</p> <p>B2. Student can distinguish between locomotor and non-locomotor skills in two physical activities.</p> <p>B3. Student can demonstrate an adapted form of a mature form in three locomotor patterns, three non-locomotor skills, and two selected sports accessories.</p> <p>B4. Student can adapt a skill to the demands of three different changing environments.</p> <p>B5. Student can demonstrate beginning skills of one specific movement form.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can create two or more movement patterns in combination and/or in sequence using movement concepts.</p> <p>B2. Student can distinguish between locomotor and non-locomotor skills in three physical activities.</p> <p>B3. Student can demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories.</p> <p>B4. Student can adapt a skill to the demands of four different game-like environments.</p> <p>B5. Student can demonstrate beginning skills of two or more specific movement forms.</p> | <p>Students will be able to:</p> <p>B1. Create movement patterns in combination and/or in sequence using movement concepts.</p> <p>B2. Distinguish between locomotor and non-locomotor skills in physical activities.</p> <p>B3. Demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories.</p> <p>B4. Adapt a skill to the demands of the environment (e.g., dribble and pass a ball to a moving receiver).</p> <p>B5. Demonstrate beginning skills of two or more specific movement forms (e.g., a beginner level gymnastics routine or a simple folk dance).</p> |

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Physical Education Content Standard B - Motor Skills (continued)

LAA Rubric Level 2

Students will develop motor skills and apply these to enhance their movement and physical performance.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|--|--|---|
| <p>Portfolio contains evidence that:</p> <p>B6. Student can combine two movement skills in one applied setting.</p> <p>B7. Student can identify the critical elements needed to improve the performance of others in a given situation.</p> <p>B8. Student can recognize a given concept that has an impact on the quality of movement.</p> <p>B9. Student can identify appropriate safety practices and rules for an activity.</p> | <p>Portfolio contains evidence that:</p> <p>B6. Student can combine two movement skills in two different applied settings.</p> <p>B7. Student can identify critical elements to improve personal performance in one situation.</p> <p>B8. Student can recognize and apply a concept that has an impact on the quality of movement.</p> <p>B9. Student can identify appropriate safety practices and rules for two or more activities.</p> | <p>Portfolio contains evidence that:</p> <p>B6. Student can combine three or more movement skills in two different applied settings.</p> <p>B7. Student can apply critical elements to improve personal performance in one or more situations.</p> <p>B8. Student can recognize and apply two concepts that have an impact on the quality of movement.</p> <p>B9. Student can identify and describe/demonstrate appropriate safety practices and rules for two activities.</p> | <p>Portfolio contains evidence that:</p> <p>B6. Student can combine three or more movement skills in three or more applied settings.</p> <p>B7. Student can apply critical elements to improve personal performance in two or more different situations.</p> <p>B8. Student can recognize and apply three concepts that have an impact on the quality of movement.</p> <p>B9. Student can identify and describe/demonstrate appropriate safety practices and rules for three or more activities.</p> | <p>Students will be able to:</p> <p>B6. Combine movement skills in applied settings (e.g., run, jump, and land for distance).</p> <p>B7. Apply critical elements to improve personal performance (e.g., transfer weight from feet to hands at an increased speed, thus changing a mule kick into a handstand).</p> <p>B8. Recognize and apply concepts that have an impact on the quality of movement (e.g., appropriate practice improves performance).</p> <p>B9. Identify and demonstrate appropriate safety practices and rules for activities.</p> |

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Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 1

The student will demonstrate responsible personal and social behaviors in physical activity settings.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|--|---|--|---|
| <p>Portfolio contains evidence that:</p> <p>C1. Student follows general behavior rules during a given activity.</p> <p>C2. Student demonstrates a cooperative skill while participating in activities.</p> <p>C3. Student uses equipment appropriately and responsibly in a given situation.</p> <p>C4. Student can follow a rule or behavior that contributes to productive participation in activities.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student follows one rule for a given activity.</p> <p>C2. Student demonstrates two or more cooperative skills while participating in activities.</p> <p>C3. Student uses equipment appropriately and responsibly in two different situations.</p> <p>C4. Student can identify two rules or behaviors that contribute to productive participation in activities.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student follows two rules for a given activity.</p> <p>C2. Student demonstrates two cooperative skills while participating in physical activities.</p> <p>C3. Student uses equipment appropriately and responsibly in three different situations.</p> <p>C4. Student can describe/demonstrate two rules and behaviors that contribute to productive participation in physical activity.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can identify the rules of a given activity.</p> <p>C2. Student demonstrates three or more cooperative skills while participating in physical activities.</p> <p>C3. Student uses equipment appropriately and responsibly in four or more different situations.</p> <p>C4. Student can describe/demonstrate three or more rules and behaviors that contribute to productive participation in physical activity.</p> | <p>Students will be able to:</p> <p>C1. Identify the rules of a given activity.</p> <p>C2. Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities.</p> <p>C3. Use equipment appropriately and responsibly.</p> <p>C4. Describe rules and behaviors that contribute to productive participation in physical activity.</p> |

Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 2

The student will demonstrate responsible personal and social behaviors in physical activity settings.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|--|---|
| <p>Portfolio contains evidence that:</p> <p>C1. Student demonstrates appropriate communications skills in a physical activity.</p> <p>C2. Student follows activity specific etiquette.</p> <p>C3. Student demonstrates safety principles in a structured setting.</p> <p>C4. Student participates cooperatively during practice.</p> <p>C5. Student can identify two aspects of his/her performance in a given activity, one a strength and one that needs improvement.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student demonstrates appropriate communications skills in two or more physical activities.</p> <p>C2. Student follows activity specific etiquette and rules or procedures.</p> <p>C3. Student demonstrates safety principles in two physical activity settings.</p> <p>C4. Student participates cooperatively with a partner during practice.</p> <p>C5. Student can assess one aspect of his/her performance in a given activity.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student can identify appropriate communication skills in three or more physical activities and describe how these skills can enhance group/team cooperation and effort.</p> <p>Student follows specific etiquette, rules, and procedures related to one activity.</p> <p>C3. Student demonstrates safety principles in three physical activity settings.</p> <p>C4. Student participates cooperatively with partners during practice.</p> <p>C5. Student can assess two of his/her own performances by identifying strengths and areas needing improvement in both.</p> | <p>Portfolio contains evidence that:</p> <p>C1. Student demonstrates appropriate communication skills in three or more physical activities and describe how these skills can enhance group/team cooperation and effort.</p> <p>C2. Student follows specific rules, procedures, and etiquette, in two or more activities.</p> <p>C3. Student demonstrates safety principles in four or more physical activity settings.</p> <p>C4. Student participates cooperatively with partners to improve skill performance during practice.</p> <p>C5. Student can assess his/her own performances, identifying strengths and elements needing improvement.</p> | <p>Students will be able to:</p> <p>C1. Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort.</p> <p>C2. Follow activity specific rules, procedures, etiquette.</p> <p>C3. Demonstrate safety principles in physical activity settings.</p> <p>C4. Participate cooperatively with partners to improve skill performance during practice.</p> <p>C5. Assess their own performance problems without blaming others.</p> |

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 3

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|--|---|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Physical Fitness at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component. 2. Participate in and distinguish among a variety of health-related fitness activities. 3. Assess health-related fitness levels and develop personal fitness goals. 4. Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals. 5. Demonstrate understanding of and apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity); progression (increasing the level of intensity); and overload (e.g., increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise). 6. Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating). 7. Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities. 8. Identify and apply rules and procedures designed for safe participation. |

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 4

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators Physical Education Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Physical Fitness at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Design and implement a personal fitness program based on accurately assessed fitness profile applying the principles of training. 2. Participate in a variety of health-enhancing physical activities. 3. Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes. 4. Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness. 5. Analyze and compare physical fitness activities for their health-enhancing potential and benefits. |

Physical Education Content Standard B - Motor Skills

LAA Rubric Level 3

Students will develop motor skills and apply these to enhance their movement and physical performance.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Motor Skills at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3-0n-3 basketball game, a simple folk or square dance). 2. Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter's stance in track). 3. Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity). 4. Recognize general characteristics of movement that can be applied to specific settings (e.g., the "ready" position is similar for volleyball and softball or baseball). 5. Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match). 6. Differentiate among the characteristics of highly skilled performances in different forms (e.g., explain the difference between a long distance run and a sprint). 7. Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball). 8. Use feedback from others to improve a skill by focusing on critical elements of the skill. 9. Create a safe environment for skill practice. |

Physical Education Content Standard B - Motor Skills

LAA Rubric Level 4

Students will develop motor skills and apply these to enhance their movement and physical performance.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Motor Skills at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance). 2. Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level). 3. Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities. 4. Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view a videotape of themselves performing a physical activity and analyze the performance). 5. Evaluate risk and safety factors that my affect physical activity preferences. 6. Design appropriate practice sessions to improve performance. 7. Analyze time, cost, and accessibility factors related to regular participation in physical activities. |

Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 3

The student will demonstrate responsible personal and social behaviors in physical activity settings.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|--|--|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Social Interactions at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings. 2. Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities. 3. Recognize the influence of peer pressure on individuals during physical activities. 4. Solve problems which occur in physical activities by analyzing causes and potential solutions. 5. Identify behaviors that are supportive and inclusive in physical activity. 6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. 7. Apply a decision-making process to the safety of themselves and others in activity settings. |

Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 4

The student will demonstrate responsible personal and social behaviors in physical activity settings.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|--|---|
| <p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Social Interactions at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities. 2. Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success. 3. Initiate independent and responsible personal behavior in physical activity settings. 4. Identify potentially dangerous consequences and outcomes of participation in physical activity. 5. Identify opportunities to share and learn from others through physical activity. 6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. 7. Apply a decision-making process to their safety and that of others in activity settings. |

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Local Alternate Assessment



Social Studies

Rubric Levels 1-4

based on the Maine *Learning Results*

SS Content Standard Civics and Government A - Rights, Responsibilities, and Participation**LAA Rubric Level 1**

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|---|---|---|---|
| Portfolio contains evidence that: A1. Student can follow a minimum of two classroom rules. | Portfolio contains evidence that: A1. Student can practice 3 or more classroom rules and assume one assigned classroom responsibility. | Portfolio contains evidence that: A1. Student can participate in a process to establish classroom rules, practice 3 or more of them, and assume at least two classroom responsibilities. | Portfolio contains evidence that: A1. Student can identify and practice classroom rights and responsibilities. | Students will be able to: A1. Identify and practice classroom rights and responsibilities. |

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|--|---|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate understanding of one student right within the school (ex. to be safe).</p> <p>A2. Student can identify two or more responsibilities of democratic society (ex., voting, to obey laws, to respect the rights of others).</p> <p>A3. Student can identify two or more functions of government at school (ex. keep students safe, make rules, provide education).</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate understanding of two individual rights he/she has within the school (e.g., to be safe).</p> <p>A2. Student can describe/demonstrate understanding of one responsibility of democratic society (ex. voting, to obey laws, to respect the rights of others).</p> <p>A3. Student can identify at least one function of government at school and one function of government at the local level (ex., safety, maintenance of roads, tax collection).</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify two important individual rights (e.g., freedom of religion, speech, ownership of property) that people have in the United States.</p> <p>A2. Student can describe/demonstrate why at least two responsibilities of democratic society are important.</p> <p>A3. Student can identify at least two functions of government at each of three levels, school, local, and state (ex., making laws, collecting taxes, providing courts).</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify three or more important individual rights (e.g., freedom of religion, speech, ownership of property) that people have in the United States.</p> <p>A2. Student can describe/demonstrate why three or more responsibilities of democratic society are important.</p> <p>A3. Student can identify three or more functions of government at each of three levels, school, local and state.</p> | <p>Students will be able to:</p> <p>A1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).</p> <p>A2. Explain why certain responsibilities of democratic society are important.</p> <p>A3. Identify the functions of government at school, locally, and at the state level.</p> |

SS Content Standard Civics and Government B - Purpose and Types of Government**LAA Rubric Level 1**

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|--|---|---|--|
| Portfolio contains evidence that: B1. Student can identify the person(s) in charge of a particular group. | Portfolio contains evidence that: B1. Student can describe/demonstrate understanding of the role of a leader. | Portfolio contains evidence that: B1. Student can demonstrate knowledge that all nations have leaders. | Portfolio contains evidence that: B1. Student can demonstrate knowledge that all nations have governments. | Students will be able to: B1. Understand that all nations have governments. |

SS Content Standard Civics and Government B - Purpose and Types of Government**LAA Rubric Level 2**

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|--|---|--|
| Portfolio contains evidence that: B1. Student can identify two functions of government. B2. Student can identify at two or more basic parts of his/her local government (School Board, Board of Selectmen, Town Manager, Budget Committee, City Council, etc.). | Portfolio contains evidence that: B1. Student can identify three or more functions of government (e.g., law and order, defense, roads, schools). B2. Student can identify at least one basic part of his/her local government (School Board, Board of Selectmen, Town Manager, Budget Committee, City Council, etc.) and demonstrate understanding of its function. | Portfolio contains evidence that: B1. Student can identify three or more functions of government (e.g., law and order, defense, roads, schools) and describe/demonstrate understanding of one. B2. Student can describe/demonstrate understanding of at least one part of the basic structure of state government (ex., 3 branches: executive, legislative, judicial). | Portfolio contains evidence that: B1. Student can describe why we need governments (e.g., law and order, defense, roads, schools) by explaining/demonstrating how two or more of its functions affect the life of citizens. B2. Student can describe/demonstrate understanding of the basic structure of local and state governments (ex., 3 branches: executive, legislative, judicial). | Students will be able to: B1. Describe why we need governments (e.g., law and order, defense, roads, and schools). B2. Describe the basic structure of local and state governments. |

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|--|
| Portfolio contains evidence that: C1. Student can identify and follow one or more classroom/school rules. | Portfolio contains evidence that: C1. Student can identify a law that affects the local community. | Portfolio contains evidence that: C1. Student can demonstrate understanding that the state has a constitution by naming two components of it. | Portfolio contains evidence that: C1. Student can demonstrate understanding that the United States has a constitution by naming two or more components of the United States Constitution. | Students will be able to: C1. Understand that the United States has a constitution. |

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|--|---|--|--|
| Portfolio contains evidence that: C1. Student can identify two individual rights protected by the Constitution. | Portfolio contains evidence that: C1. Student can identify three individual rights protected by the Constitution. | Portfolio contains evidence that: C1. Student can identify four or more individual rights protected by the Constitution. | Portfolio contains evidence that: C1. Student can explain how the Constitution protects individual rights (e.g., Bill of Rights). | Students will be able to: C1. Explain how the Constitution protects individual rights (e.g., Bill of Rights). |

SS Content Standard Civics and Government D - International Relations**LAA Rubric Level 1**

Students will understand the political relationships among the United States and other nations.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|--|---|---|--|
| Portfolio contains evidence that: D1. Student can participate in traditions and practices that are different from those of the United States. | Portfolio contains evidence that: D1. Student can identify a tradition or practice that is different from those in the United States. | Portfolio contains evidence that: D1. Student can recognize/describe traditions and practices from two nations other than the United States. | Portfolio contains evidence that: D1. Student can recognize/describe traditions and practices from three or more nations other than the United States. | Students will be able to: D1. Recognize that there are other nations with different traditions and practices. |

Students will understand the political relationships among the United States and other nations.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|---|---|--|---|
| <p>Portfolio contains evidence that:</p> <p>D1. Student can identify an example of how the United States interacts with other countries.</p> <p>D2. Student can compare one component of a foreign culture to the same cultural component in the United States (ex., government, art, resources).</p> | <p>Portfolio contains evidence that:</p> <p>D1. Student can identify two examples of how the United States interacts with other countries.</p> <p>D2. Student can compare two components of a foreign culture to the same cultural components in the United States (ex., government, art, resources).</p> | <p>Portfolio contains evidence that:</p> <p>D1. Student can identify three examples of how the United States interacts with other countries.</p> <p>D2. Student can compare three components of a foreign culture to the same cultural components in the United States (ex., government, art, resources).</p> | <p>Portfolio contains evidence that:</p> <p>D1. Student can identify four or more examples of how the United States interacts with other countries.</p> <p>D2. Student can compare four or more components of a foreign culture to the same cultural components in the United States, including an analysis of how decisions are made.</p> | <p>Students will be able to:</p> <p>D1. Identify examples of how the United States interacts with other countries (e.g., trade, treaties).</p> <p>D2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.</p> |

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|--|--|---|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can repeatedly and accurately identify one individual or family experience, given a choice of two or more.</p> <p>A2. Student can identify one way in which two individual or family experiences were alike.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can repeatedly match two or more individual or family experiences to the setting in which they occurred.</p> <p>A2. Student can identify one way in which two individual or family events were alike and one way in which they were different.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can place three individual and/or family experiences in appropriate sequence.</p> <p>A2. Student can identify at least two ways in which two individual or family events were alike and one way in which they were different.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can place more than three individual and/or family experiences in appropriate sequence.</p> <p>A2. Student can identify at least two ways in which two individual or family events were alike, and two ways in which they were different.</p> | <p>Students will be able to:</p> <p>A1. Place individual and family experiences in historical time and place.</p> <p>A2. Distinguish similarities and differences among historical events.</p> |

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|---|---|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can identify two individuals who have made significant contributions to society in different eras, and match them to their contributions.</p> <p>A2. Student can place in chronological order three significant events, groups, or people in the history of Maine.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify two individuals who have made significant contributions to society in different eras, and describe/demonstrate knowledge of those contributions.</p> <p>A2. Student can place in chronological order three significant events, groups, or people in the history of Maine.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify similarities or differences in the characteristics of individuals who have made significant contributions to society in different eras.</p> <p>A2. Student can place in chronological order four events, groups or people in the history of Maine.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.</p> <p>A2. Student can place in chronological order events, groups, and people in the history of Maine (total of 4 or more items placed, with at least one from each category).</p> | <p>Students will be able to:</p> <p>A1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.</p> <p>A2. Place in chronological order, significant events, groups, and people in the history of Maine.</p> |

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns**LAA Rubric Level 1**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, Maine, and throughout history.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|--|---|--|
| Portfolio contains evidence that: B1. Student can repeatedly and accurately identify two or more of the daily activities of his/her family. B2. Student can participate in customs which originated in places around the world. | Portfolio contains evidence that: B1. Student can repeatedly and accurately match two or more pictures of people engaged in daily activities from a historical period, to daily activities in which he/she is involved. B2. Student can draw, describe, or otherwise demonstrate knowledge of a custom or belief. | Portfolio contains evidence that: B1. Student can match pictures of people engaged in three or more similar daily activities, from two different historical periods (ex., colonial era person cooking/modern day person cooking). B2. Student can draw, describe, or otherwise demonstrate knowledge of one custom or belief that originated in a place around the world other than the United States. | Portfolio contains evidence that: B1. Student can describe/demonstrate understanding of three or more similarities between families now and in the past, including aspects of daily life. B2. Student can draw, describe, or otherwise demonstrate knowledge of two or more customs or beliefs that originated in places around the world other than the United States. | Students will be able to: B1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. B2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world. |

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns**LAA Rubric Level 2**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, Maine, and throughout history.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|---|---|--|
| Portfolio contains evidence that: B1. Student can describe or otherwise demonstrate understanding of one event in his/her life and one event occurring in the community. B2. Student can describe/demonstrate awareness of a major historical event <u>or</u> person in United States or Maine history. | Portfolio contains evidence that: B1. Student can describe or otherwise demonstrate one similarity between one life event and one community event. B2. Student can describe/demonstrate awareness of at least one major historical event or person <u>and</u> a person in United States or Maine history. | Portfolio contains evidence that: B1. Student can make connections between and among two events in his/her life and those occurring in the community. B2. Student can describe/demonstrate awareness of three major events and people in United States <u>or</u> Maine history. | Portfolio contains evidence that: B1. Student can make connections between and among three or more events in his/her life and those occurring in the community. B2. Student can describe/demonstrate awareness of four or more major events and people in United States <u>and</u> Maine history. | Students will be able to: B1. Make connections between and among events in their personal lives and those occurring in the community. B2. Demonstrate an awareness of major events and people in United States and Maine history: *Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups) *Important people in United States and Maine history *Different kinds of communities in Maine, the United States, and selected world regions. |

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation**LAA Rubric Level 1**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|---|--|--|
| Portfolio contains evidence that: C1. Given a group of two or more artifacts, student can sort them into groups of past and present (ex., quill pen, ballpoint pen). | Portfolio contains evidence that: C1. Student can describe, draw, or otherwise demonstrate understanding of the use of at least one given artifact. | Portfolio contains evidence that: C1. Given artifacts and documents from the past, student can list ways in which they might have been used. | Portfolio contains evidence that: C1. Student can use artifacts and documents to gather information about the past. | Students will be able to: C1. Use artifacts and documents to gather information about the past. |

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation**LAA Rubric Level 2**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|---|---|
| Portfolio contains evidence that: C1. Student can identify changes currently occurring in his/her daily life. | Portfolio contains evidence that: C1. Student can identify changes in daily life which have occurred during his/her lifetime. | Portfolio contains evidence that: C1. Student can identify changes currently occurring in his/her daily life and a change in daily life during a time in history. | Portfolio contains evidence that: C1. Student can identify changes currently occurring in his/her daily life and make at least two comparisons between these and changes in daily life during a specific historic era. | Students will be able to: C1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era. |

SS Content Standard Geography A - Skills and Tools**LAA Rubric Level 1**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|---|---|--|
| Portfolio contains evidence that: A1. Student can use visuals to locate areas/objects in the classroom (ex., symbol on paper matching symbol on bookcase). | Portfolio contains evidence that: A1. Student can use visuals to locate areas or objects within the school environment. | Portfolio contains evidence that: A1. Student can use maps and other visuals to describe geographic locations, directions, size and shape. | Portfolio contains evidence that: A1. Student can use and construct maps and other visuals to describe geographic locations, direction, size, and shape. | Students will be able to: A1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape. |

SS Content Standard Geography A - Skills and Tools**LAA Rubric Level 2**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|--|---|
| Portfolio contains evidence that: A1. Student can construct/arrange a map of Maine, the United States, or a region of the world and identify places on it. A2. Student can locate his/her town and two or more other places on a map of Maine. | Portfolio contains evidence that: A1. Student can construct a map of Maine, the United States, or a region of the world and name three or more geographical features on the map (ex., put together a puzzle of Maine and identify mountains and lakes on it). A2. Student can locate his/her town and three or more major cities in Maine on a map. | Portfolio contains evidence that: A1. Student can construct maps of Maine, the United States, and/or regions of the world and compare them to interpret geographical features (ex., construct relief maps of two places and compare features like mountains and rivers). A2. Student can locate major United States cities on a map and identify one reason why they emerged in their particular regions. | Portfolio contains evidence that: A1. Student can construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. A2. Student can locate major cities of the world and discuss/demonstrate why they emerged in that particular region. | Students will be able to: A1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. A2. Locate major cities of the world and discuss why they emerged in that particular region. |

SS Content Standard Geography B - Human Interaction with Environments**LAA Rubric Level 1**

Students will understand and analyze the relationships among people and their physical environment.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|--|--|--|
| Portfolio contains evidence that: B1. Given three pictures, the student can identify the two that represent things found in the classroom. | Portfolio contains evidence that: B1. Student can identify two human or two physical characteristics of the immediate environment. | Portfolio contains evidence that: B1. Student can list two or more human and two or more physical characteristics of the immediate environment. | Portfolio contains evidence that: B1. Student can describe the three or more human and three or more physical characteristics of the immediate environment. | Students will be able to: B1. Describe the human and physical characteristics of the immediate environment. |

Students will understand and analyze the relationships among people and their physical environment.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|--|--|
| <p>Portfolio contains evidence that:</p> <p>B1. Student can identify two or more communities with many people and two or more communities with few people.</p> <p>B2. Student can describe/demonstrate knowledge of one way in which a community reflects the backgrounds of its inhabitants (ex., ethnic foods available in local markets, variety of places of worship).</p> <p>B3. Student can give examples of human activities in the local community that are supported by the physical environment.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can identify two or more communities that have many people and two or more communities that have few people, and identify one difference among them.</p> <p>B2. Student can identify one way in which his/her community reflects the backgrounds of its inhabitants and give two reasons why.</p> <p>B3. Student can give examples of human activities in the local community that are supported by the physical environment, and explain/demonstrate what about the physical environment supports the activities.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can list reasons why some communities have many people and others have few people.</p> <p>B2. Student can identify two ways in which his/her community reflects the backgrounds of its inhabitants and give two reasons why.</p> <p>B3. Student can identify and explain/demonstrate why a particular human activity that can occur in the local community is not possible in another community because of the physical environment.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can explain/demonstrate reasons why people would want to live in a particular area, and relate their reasons to the population of the area.</p> <p>B2. Student can explain/demonstrate three or more ways in which communities reflect the backgrounds of their inhabitants.</p> <p>B3. Student can use a variety of materials and geographic tools to explain/demonstrate how the physical environment supports and constrains human activities (ex., activities in the local community).</p> | <p>Students will be able to:</p> <p>B1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.</p> <p>B2. Explain ways in which communities reflect the backgrounds of their inhabitants.</p> <p>B3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.</p> |

SS Content Standard Economics A - Personal and Consumer Economics**LAA Rubric Level 1**

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|---|---|---|--|
| Portfolio contains evidence that: A1. Student can identify at least two goods or services that they use in their daily lives. | Portfolio contains evidence that: A1. Student can identify two goods and two services that they use in their daily lives. | Portfolio contains evidence that: A1. Given examples of goods and services, student can sort them appropriately into the two categories. | Portfolio contains evidence that: A1. Student can give at least two examples of goods and at least two examples of services. | Students will be able to: A1. Identify goods and services, giving examples. |

Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|---|---|---|
| <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate knowledge of the difference between barter and money.</p> <p>A2. Student can explain/demonstrate knowledge of the meaning of "plentiful" and "scarce".</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can identify three things people must use money to get, and two things for which people might barter.</p> <p>A2. Given a list of four or more resources, student can sort them into those that are plentiful and those that are scarce.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Given a group of six or more items, the student can sort them into two groups: those that would be purchased with money, and those that could be acquired through barter.</p> <p>A2. Student can list resources, either plentiful or scarce that impact him/her personally.</p> | <p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate knowledge of barter and money and how each is used in the exchange of resources, goods, and services.</p> <p>A2. Student can list resources that impact him/her personally and identify a situation in which he/she made a decision about the use of scarce resources.</p> | <p>Students will be able to:</p> <p>A1. Describe barter and money and how each is used in the exchange of resources, goods, and services.</p> <p>A2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member).</p> |

SS Content Standard Economics B - Economic Systems of the United States**LAA Rubric Level 1**

Students will understand the economic system of the United States, including its principles, development, and institutions.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|---|---|--|
| Portfolio contains evidence that: B1. Student can identify at least three products that he/she uses in his/her daily life. | Portfolio contains evidence that: B1. Student can match at least three products with their consumers. | Portfolio contains evidence that: B1. Student can, given four or more pictures, sort them into two groups, consumers and products. | Portfolio contains evidence that: B1. Student can draw, describe, or otherwise explain the terms consumer and product. | Students will be able to: B1. Explain the terms consumer and product. |

SS Content Standard Economics B - Economic Systems of the United States

LAA Rubric Level 2

Students will understand the economic system of the United States, including its principles, development, and institutions.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|---|
| <p>Portfolio contains evidence that:</p> <p>B1. Given examples of multiple products, students can identify those produced.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can provide examples of at least three items produced in the United States.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can identify three products produced in the United States and describe/demonstrate how they're produced <u>or</u> for whom they are produced.</p> | <p>Portfolio contains evidence that:</p> <p>B1. Student can demonstrate his/her understanding of the three basic economic questions all economic systems must answer by identifying three products produced in the United States, describing/demonstrating how they're produced, <u>and</u> identifying for whom they are produced.</p> | <p>Students will be able to:</p> <p>B1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?</p> |
| <p>B2. Student can provide three or more facts about the Maine economy.</p> | <p>B2. Student can provide a fact about the Maine economy and explain how it affects his/her family.</p> | <p>B2. Student can explain/demonstrate how the economy of Maine affects his/her family and community.</p> | <p>B2. Student can explain/demonstrate how the economy of Maine affects families and communities.</p> | <p>B2. Explain how the economy of Maine affects families and communities.</p> |

Students will analyze how different economic systems function and change over time.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|-----------------------------------|-----------------------------------|-----------------------------------|---|
| Portfolio contains evidence that: | Portfolio contains evidence that: | Portfolio contains evidence that: | Portfolio contains evidence that: | Students will be able to: |
| <p>There are no Performance Indicators for this Content Standard at this level.</p> | | | | |

Students will analyze how different economic systems function and change over time.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|---|---|--|---|
| Portfolio contains evidence that: C1. Student can explain how one selected culture or country meets basic human needs (ex., food, clothing, shelter) | Portfolio contains evidence that: C1. Student can explain how two selected cultures or countries meet basic human needs (ex., food, clothing, shelter) | Portfolio contains evidence that: C1. Student can explain how three selected cultures or countries meet basic human needs (ex., food, clothing, shelter) | Portfolio contains evidence that: C1. Student can explain how four or more selected cultures or countries meet basic human needs (ex., food, clothing, shelter) | Students will be able to: C1. Explain how selected cultures or countries meet basic human needs. |

Students will understand the patterns and results of international trade.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|--|--|--|
| Portfolio contains evidence that: D1. Student can match a product used in the classroom to the person/place it comes from in the school (ex., band-aid/nurse, book/library). | Portfolio contains evidence that: D1. Student can explain where one product comes from and how to use it. | Portfolio contains evidence that: D1. Student can explain where two different products come from and how to use them. | Portfolio contains evidence that: D1. Student can explain where three different products come from and how to use them. | Students will be able to: D1. Explain where products come from and how to use them. |

Students will understand the patterns and results of international trade.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|---|--|--|---|
| Portfolio contains evidence that: D1. Student can explain/demonstrate the meaning of economic interdependence and trade. | Portfolio contains evidence that: D1. Student can use one example to describe/demonstrate how the exchange of goods and services helps to create economic interdependence. | Portfolio contains evidence that: D1. Student can, using two examples, describe/demonstrate how the exchange of goods and services helps to create economic interdependence between people in different places and countries. | Portfolio contains evidence that: D1. Student can, using three or more examples, describe/demonstrate how the exchange of goods and services helps to create economic interdependence between people in different places and countries. | Students will be able to: D1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries. |

SS Content Standard Civics and Government A - Rights, Responsibilities, and Participation**LAA Rubric Level 3**

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|--|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <i>Students will be able to:</i> 1. Identify the characteristics of an effective citizen. 2. Evaluate and defend positions on current issues regarding individual rights and judicial protection. 3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences. 4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues. 5. Explain the functions of and relationships among local, state, and national governments. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for Rights, Responsibilities, and Participation at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | |

SS Content Standard Civics and Government A - Rights, Responsibilities, and Participation**LAA Rubric Level 4**

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|--|--|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation,, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard A, Rights, Responsibilities, and Participation, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Rights, Responsibilities, and Participation at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Develop and defend a position on a public policy issue within our democracy.2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience.3. Describe the circumstances under which civil disobedience might be justified.4. Demonstrate an understanding of the processes of voter registration and voter participation. |

SS Content Standard Civics and Government B - Purpose and Types of Government

LAA Rubric Level 3

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|--|--|---|--|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, a, and Participation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Purpose and Types of Government at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type of government. 2. Compare and contrast the structures of local, state, and national government. 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue. 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government. 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights). 6. Explain the history and functions of Maine state government including the Constitution of Maine. |

SS Content Standard Civics and Government B - Purpose and Types of Government

LAA Rubric Level 4

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard B, Purpose and Types of Government, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Purpose and Types of Government at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories. 2. Assess the different jurisdictions and roles of local, state, and federal government s in relation to an important public policy issue. 3. Analyze the major arguments for and against representative government as distinguished from direct democracy. 4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels. 5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion. |

SS Content Standard Civics and Government C - Fundamental Principles of Government and Constitutions
LAA Rubric Level 3

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|---|--|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, and Participation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Fundamental Principles of Government and Constitutions at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balance, and separation of church and state). 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights. 3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state). 4. Explain the importance, in a pluralistic society, of having certain shared political values and principles. |

SS Content Standard Civics and Government C - Fundamental Principles of Government and Constitutions**LAA Rubric Level 4**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|---|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard C, Fundamental Principles of Government and Constitutions, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <i>Students will be able to:</i> <ol style="list-style-type: none">1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).2. Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.3. Evaluate the effectiveness of the Constitution as a vehicle for change.4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.7. Examine civil rights issues related to well-known Supreme Court decisions. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for Fundamental Principles of Government and Constitutions at this Rubric Level. | |

SS Content Standard Civics and Government D - International Relations**LAA Rubric Level 3**

Students will understand the political relationships among the United States and other nations.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|---|---|--|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, LAA Rubric Level 3. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 3. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, and Participation, at LAA Rubric Level 3. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <i>Students will be able to:</i> 1. Explain the foreign policy powers which the Constitution gives to the branches of government. 2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II). 3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO). |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for International Relations at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | |

SS Content Standard Civics and Government D - International Relations**LAA Rubric Level 4**

Students will understand the political relationships among the United States and other nations.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|--|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Civics and Government, Content Standard D, International Relations, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <i>Students will be able to:</i> 1. Analyze the processes used to develop foreign policy. 2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming). 3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples. 4. Evaluate the benefits and difficulties of international cooperation, using specific examples. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for International Relations at this Rubric Level. | |

SS Content Standard History A - Chronology LAA Rubric Level 3

SS Content Standard History A - Chronology LAA Rubric Level 3

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|--|--|--|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the effects of historical changes on daily life 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. 3. Trace simultaneous events in various parts of the world during a specific era. |
| <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>The LAA contains evidence that the student has met the standards for History, Content Standard A, Chronology at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | |

SS Content Standard History A - Chronology**LAA Rubric Level 4**

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|---|---|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard A, Chronology, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <p><i>Students will be able to:</i></p> <p>1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below).</p> <p><u>Eras in United States History</u> The Americas to 1600 The Colonial Era, 1500-1754 The Revolutionary Era, 1754-1783 Nation Building, 1783-1815 The Expanding Nation, 1815-1850 Civil War and Reconstruction, 1850-1877 Development of the Industrial United States, 1865-1914 The Progressive Era, 1890-1914 Emergence of the United States as a World Power, 1890-1920 The '20s: Prosperity and Problems Depression and the New Deal, 1929-1941 World War II and Post War United States, 1939-1961 Contemporary United States, 1961-Present</p> <p><u>Eras in World History</u> Emergence of Civilization to 1000 B.C. The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD The Expansion and Interaction of Civilizations, 600 AD-1450 AD The Early Modern World, 1450-1800 The World in the Nineteenth Century The World in the Contemporary Era</p> |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for History, Content Standard A, Chronology at this Rubric Level. | |

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns**LAA Rubric Level 3**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. The LAA contains evidence that the student has met the standards for Historical Knowledge, Concepts, and Patterns at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | <i>Students will be able to:</i> 1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: <ul style="list-style-type: none">• Declaration of Independence• The Constitution• Westward Expansion• Industrialization• Civil War 2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration). 3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past. 4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including “modern” Maine history (1945 to present). |

SS Content Standard History B - Historical Knowledge, Concepts, and Patterns

LAA Rubric Level 4

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|---|--|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard B, Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard B Historical Knowledge, Concepts, and Patterns, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Historical Knowledge, Concepts, and Patterns at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: <ul style="list-style-type: none"> Industrialization The Great Depression The Cold War (and its ending) WWI and WWII The Vietnam Era Civil Rights Movement Watergate Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice). Explain how different ways of knowing and believing have influenced human history and culture. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism). Explain the benefits and conflicts resulting from encounters among cultures. |

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation

LAA Rubric Level 3

Learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|---|--|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Historical Inquiry, Analysis, and Interpretation at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources. 2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author. 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic. 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view. 5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts. |

SS Content Standard History C - Historical Inquiry, Analysis, and Interpretation

LAA Rubric Level 4

Learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator History, Content Standard C, Historical Inquiry, Analysis, and Interpretation, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Historical Inquiry, Analysis, and Interpretation at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue. |

SS Content Standard Geography A - Skills and Tools**LAA Rubric Level 3**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Skills and Tools at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography. |

LAA Rubric Level 4

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|--|---|---|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard A, Skills and Tools, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Skills and Tools at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use mapping to answer complex geographic and environmental problems. 2. Appraise the ways in which maps reflect economic, social, and political policy decision making. 3. Understand how cultural and technological features can link or divide regions. |

SS Content Standard Geography B - Human Interaction with Environments

LAA Rubric Level 3

Students will understand and analyze the relationships among people and their physical environment.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|---|--|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Human Interaction with Environments at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Analyze how technology shapes the physical and human characteristics of places and regions, including Maine. Explain patterns of migration throughout the world. Explain how cultures differ in their use of similar environments and resources. Demonstrate an understanding of how society changes as a consequence of concentrated settlement. |

SS Content Standard Geography B - Human Interaction with Environments**LAA Rubric Level 4**

Students will understand and analyze the relationships among people and their physical environment.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|--|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Geography, Content Standard B, Human Interaction with Environments, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <i>Students will be able to:</i> 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors). 2. Analyze the cultural characteristics that make specific regions of the world distinctive. 3. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits. 4. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for Human Interaction with Environments at this Rubric Level. | |

SS Content Standard Economics A - Personal and Consumer Economics
LAA Rubric Level 3

Understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|--|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Consumer Economics at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services. 2. Identify and analyze the factors that contribute to personal spending and savings decisions. 3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion). |

SS Content Standard Economics A - Personal and Consumer Economics**LAA Rubric Level 4**

Understand that economic decisions are based on the availability of resources and the costs and benefits of choices.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|--|--|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics A, Personal and Consumer Economics, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. | <i>Students will be able to:</i> 1. Conduct a cost benefit analysis of a personal or business decision. 2. Evaluate different forms of savings and investments for short and long term returns (e.g., stocks, bonds, money market funds). 3. Demonstrate an understanding of credit history and the positive and negative impacts that credit can have on an individual's financial life. |
| The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | The LAA contains evidence that the student has met the standards for Personal and Consumer Economics at this Rubric Level. | |

SS Content Standard Economics B - Economic Systems of the United States**LAA Rubric Level 3**

Students will understand the economic system of the United States, including its principles, development, and institutions.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|--|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. The LAA contains evidence that the student has met the standards for Economic Systems of the United States at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard. | <i>Students will be able to:</i> <ol style="list-style-type: none">1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how? and for whom?3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making.4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers). |

SS Content Standard Economics B - Economic Systems of the United States

LAA Rubric Level 4

Students will understand the economic system of the United States, including its principles, development, and institutions.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|---|--|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics B, Economic Systems of the United States, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Economic Systems of the United States at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product. 2. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates regulatory policy). 3. Explain the positive and the negative impacts of advertising techniques on consumer behavior. 4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity). |

SS Content Standard Economics C - Comparative Systems**LAA Rubric Level 3**

Students will analyze how different economic systems function and change over time.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|---|--|--|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for Comparative Systems at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Describe the characteristics of traditional, command, market, and mixed economic systems.2. Compare how different economies meet basic wants and needs over time. |

SS Content Standard Economics C - Comparative Systems**LAA Rubric Level 4**

Students will analyze how different economic systems function and change over time.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|--|---|
| Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard. | Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard. | Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard. | Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics C, Comparative Systems, at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else. The LAA contains evidence that the student has met the standards for Comparative Systems at this Rubric Level. | <i>Students will be able to:</i> 1. Explain the impact of cultural values on economic decisions, using at least two examples. 2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth. |

SS Content Standard Economics D - International Trade and Global Interdependence**LAA Rubric Level 3**

Students will understand the patterns and results of international trade.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | <i>Learning Results</i> Performance Indicators |
|--|---|---|---|---|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence, at LAA Rubric Level 3. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for International Trade and Global Interdependence at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Describe how changes in transportation and communication technologies have affected trade over time.2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics). |

SS Content Standard Economics D - International Trade and Global Interdependence

LAA Rubric Level 4

Students will understand the patterns and results of international trade.

| Performance Level 1 | Performance Level 2 | Performance Level 3 | Performance Level 4 | Learning Results Performance Indicators |
|---|--|--|--|--|
| <p>Evidence indicates that the student is in the initial stages of development in understanding the content knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p> | <p>Evidence indicates that the student has developed basic abilities in the use of the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p> | <p>Evidence indicates that the student has partially developed the ability to use the concepts, skills, and knowledge identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p> | <p>Evidence indicates that the student has the ability to consistently and accurately use the knowledge and skills identified in the targeted Performance Indicator for Economics D, International Trade and Global Interdependence at LAA Rubric Level 4. Understanding may be demonstrated by using the concept(s) to describe, predict, or explain; representing the concept in multiple ways; or by explaining the concept to someone else.</p> <p>The LAA contains evidence that the student has met the standards for International Trade and Global Interdependence at this Rubric Level.</p> | <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government). |

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